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ABSTRACT

Categories of effective and ineffective behavior in regard to Goal Four of the Quality Education Program (regarding interest in school and learning) are listed. Both the rationales for areas of effective student behavior and the categories of teacher strategies are also included. (See TM 001 375 for project description.) (MS)

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BOOKLET 4

DESCRIPTION

QUALITY EDUCATION PROGRAM STUDY

INTEREST IN SCHOOL AND LEARNING

PENNSYLVANIA

GOAL FOUR

AN ESEA TITLE III PROJECT

COORDINATED AND DIRECTED BY:

Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction

IN COOPERATION WITH:

The Pennsylvania Department of Education

JUNE 1971

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PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS

Teachers, administrators, students, and parents in public, private, and parochial schools in the Commonwealth generally, and specifically the pilot areas of Allegheny, Beaver, Bucks, Erie, Luzerne and Westmoreland Counties and the Cities of Erie and Pittsburgh.

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For technical assistance with the Critical Incident Technique, data collection procedures, student and teacher behavioral specifications and related rationales.

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A	Project Description A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.
Booklet B	General Needs Assessment Instructions General Needs Assessment Instrument for the Ten Goals.
Booklet C	Characteristics of Incidents and Their Reporters Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

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GOAL FOUR

QUALITY EDUCATION SHOULD HELP EVERY CHILD ACQUIRE A POSITIVE ATTITUDE TOWARD SCHOOL AND TOWARD THE LEARNING PROCESS.

"The school experience should be such that the child finds the learning activities associated with it enjoyable and rewarding to the point that he is motivated to do well and to continue learning on his own initiative beyond the requirements of formal education. Everything possible should be done to ensure that the attitude of the tea-teacher, the atmosphere of the school, and its physical condition shall contribute toward this end, so that the individual, both as a child and later as an adult, will hold education high among his values."[1]

[1]Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

SUMMARY OF THE AREAS OF EFFECTIVE BEHAVIOR

Goal 4: Quality education should help every child acquire a positive attitude toward school and toward the learning process.

1. STUDENT DEMONSTRATED A POSITIVE ATTITUDE TOWARD SCHOOL.

2. STUDENT CONTRIBUTED TO OR PARTICIPATED IN CLASS ACTIVITIES (NOTE: NOT INCLUDED IN THIS AREA ARE EXTRA WORK ACTIVITIES PRIMARILY RELATED TO A PARTICULAR SUBJECT).

3. STUDENT MOTIVATED BY A PARTICULAR SUBJECT, TOPIC, SKILL, OR ASSIGNMENT, MADE A SPECIAL EFFORT.

4. STUDENT DEMONSTRATED A DESIRE TO STUDY AND LEARN.

5. STUDENT PARTICIPATED IN EXTRACURRICULAR LEARNING ACTIVITIES.

6. STUDENT DEMONSTRATED A POSITIVE ATTITUDE TOWARD SCHOOL OR HIS OWN EDUCATION BY PERFORMING SUCCESSFULLY.

0. MISCELLANEOUS.

   0.1 Miscellaneous, Goal 4 Effective

   0.2 Miscellaneous, other than Goal 4 Effective.

Goal 4: Quality education should help every child acquire a positive attitude toward school and toward the learning process.

CATEGORIES OF EFFECTIVE BEHAVIOR

1. STUDENT DEMONSTRATED A POSITIVE ATTITUDE TOWARD SCHOOL.

1.1 Student demonstrated a positive attitude toward school by voicing enjoyment, respect, or concern for his own or another's education.

1.1-1 Student stated that he enjoyed school and/or schoolwork.

1.1-2 Student, in a verbal statement, associated school with self-improvement or with education for the needs of job, career, or living in general.

1.1-3 Student said he considered education a privilege, a patriotic duty, or otherwise worthy of respect.

1.1-4 Student attempted to influence others to respect education, school, or school authorities.

1.2 Student demonstrated by actions a desire to be in school.

1.2-1 Student hurried to school or class.

1.2-2 Student, given the option of not going to school, attended school.

1.2-3 Student, after quitting, returned to school (including instances when returnee then performed well academically).

1.3 Student showed an interest in teaching activities or a teaching career.

1.3-1 Student graded papers, planned or taught a lesson, or tutored or helped another student (excluding instances where, by helping another, the student is demonstrating his own ability primarily).

1.3-2 Student voiced an interest in a teaching career.

1.3-3 Student "played" school in his leisure time.

2. STUDENT CONTRIBUTED TO OR PARTICIPATED IN CLASS ACTIVITIES (NOTE: NOT INCLUDED IN THIS AREA ARE EXTRA WORK ACTIVITIES PRIMARILY RELATED TO A PARTICULAR SUBJECT).

2.1 Student suggested a classroom learning activity (excluding a suggestion of a topic for study).

2.2 Student asked questions in class (not related to his special interest in a particular subject or topic).

2.2-1 Student asked questions about when and how a topic was to be studied.

2.2-2 Student asked specific pertinent questions during a class discussion, field trip, etc., that related to the topic being discussed.

2.3 Student brought materials for discussion with the teacher, or with the entire class (other than materials which reflect a student's special interest in a subject or topic).

2.4 Student made a visual aid for the class.

2.5 Student, in general, listened or paid attention in class (including instances of "thinking hard," but excluding instances stressing his interest in a specific subject).

2.6 Student demonstrated a desire to participate in learning activities by preparing himself in some way for learning.

2.7 Student participated in class activities (not elsewhere described).

2.8 Student completed daily assignments or homework.

2.8-1 Student consistently did the daily homework or class assignments.

2.8-3 Student, offered an alternative activity, did homework as he had intended (excluding self-initiated study pursued rather than other activities).

2.8-4 Student arranged to complete assignments when absent or on vacation.

2.8-5 Student responsibly completed a test he had missed.

3. STUDENT MOTIVATED BY A PARTICULAR SUBJECT, TOPIC, SKILL, OR ASSIGNMENT, MADE A SPECIAL EFFORT.

3.1 Student did a project or report which was not required, or did work on an assignment or report beyond that which was required.

3.1-1 Student did a nonrequired project or demonstration, or did additional work on a project or display.

3.1-2 Student did additional work on a written assignment.

3.1-3 Student prepared an unassigned oral or written report (including necessary research).

3.2 Student worked carefully or reworked an effort in order to avoid or to correct errors (including instances of following directions given).

3.3 Student entered a contest or competition in a particular subject, topic, or skill. Student requested or took a test in an academic area.

3.4 Student did extra work related to a particular subject, topic, or skill (excluding instances in which "trying repeatedly," or self-initiated progress, or "extra-credit" work for a grade is of critical importance).

3.4-1 Student did additional problems in mathematics.

3.4-2 Student did extra art work, print shop work, etc.

3.4-3 Student did extra work to practice machine shop skills.

3.4-4 Student disassembled, constructed, or repaired an object.

3.4-5 Student accomplished a creative writing effort.

3.4-6 Student did extra work to practice or learn an athletic skill or dancing (unless he "tried repeatedly").

3.4-7 Student did extra reading in a subject of interest to him (not as a leisure activity or as research for a report).

3.4-8 Student, seeking specific information, looked up information in resource books (not including research for a report and pleasure reading of reference volumes).

3.4-9 Student did work to learn about an aspect of nature.

Goal 4/Effective

4. STUDENT DEMONSTRATED A DESIRE TO STUDY AND LEARN.

4.1 Student voiced an interest in studying a particular subject, topic, or skill, or "wanted to go" to a particular class.

4.1-1 Student suggested a topic for class study.

4.1-2 Student volunteered to research a topic.

4.1-3 Student asked for information on how or where to locate sources of information relating to a subject or topic.

4.1-4 Student, interested in a particular subject, paid attention when it was discussed, or watched during play.

4.2 Student voiced an interest in studying a particular subject or skill in a special, remedial, or repeat learning situation.

4.3 Student asked another for help in learning.

4.3-1 Student asked another for help in learning in an academic area, in order to increase the amount of subject knowledge he already mastered, or to overcome a weak area.

4.3-2 Student asked another for help in learning a topic not related to school.

4.4 Student purchased equipment or a book to help him study a subject or skill.

4.4-1 Student purchased equipment with his own money.

4.5 Student did extra studying to improve in a subject.

4.5-1 Student did extra reading or practiced to improve his reading skills.

4.5-2 Student did remedial work on his own time.

4.6 Student studied for a test.

4.7 Student studied in a self-selected effective manner.

4.8 Student demonstrated a desire to study or a concern for studying.

4.8-1 Student pointed out the necessity to study "harder," or study more.

4.8-2 Student "took books home" to study, school books for nonrequired study, or extra books related to school work.

4.8-3 Student, asked to participate in a leisure activity, stated that he intended to study instead.

4.8-4 Student spent free time reading or studying (excluding instances where student is definitely motivated by his desire to learn more about a particular subject).

4.8-5 Student tried to influence others not to disturb students who wished to study.

4.9 Student made an effort to learn, or to learn more (excluding remedial situations).

4.9-1 Student, who was handicapped, did extra work to achieve success in learning a subject or skill.

4.9-2 Student worked or progressed on his own in learning a subject.

4.9-3 Student "tried repeatedly" to master a subject, topic, or skill.

4.9-4 Student requested "extra work" or registered for additional classes (not primarily because of interest in a topic or subject).

4.9-5 Student generally improved in effort, motivation, or quality of work.

4.10 Student did "extra-credit" work for an imporved grade (rather than as a result of interest in the topic).

Goal 4/Effective

5. STUDENT PARTICIPATED IN EXTRACURRICULAR LEARNING ACTIVITIES.

5.1 Student watched a specific program on educational TV, or watched TV to learn.

5.2 Student arranged for, or took part in, an educational trip that related to topics of interest to him.

5.3 Student participated in an organized extracurricular (non-remedial) learning situation.

5.4 Student participated in group or organizational activities that involved interacting with or organizing people.

Goal 4/Effective

6. <u>STUDENT DEMONSTRATED A POSITIVE ATTITUDE TOWARD SCHOOL OR HIS OWN EDUCATION BY PERFORMING SUCCESSFULLY.</u>

6.1 Student was a "model" student or exhibited qualities of a good student.

6.2 Student did extra work and "skipped" a grade in school.

6.3 Student consistently obtained good grades, or made the honor roll.

6.8 Student, by showing or by helping another learn, demonstrated he had learned or knew the skill.

6.9 Student planned his college education or current courses, as they related to a career or other goal.

6.10 Student chose an appropriate career, job, or school, one which was in accordance with his capabilities.

SUMMARY OF THE AREAS OF INEFFECTIVE BEHAVIOR

Goal 4: Quality education should help every child acquire a positive attitude toward school and toward the learning process.

1. STUDENT DEMONSTRATED A NEGATIVE ATTITUDE TOWARD SCHOOL.

2. STUDENT DID NOT PARTICIPATE IN CLASS ACTIVITIES OR DISRUPTED THE CLASS.

3. STUDENT FAILED TO WORK TO AVOID ERRORS.

4. STUDENT DEMONSTRATED A LACK OF DESIRE TO STUDY AND LEARN.

5. STUDENT DID NOT PARTICIPATE IN EXTRACURRICULAR LEARNING ACTIVITIES.

6. STUDENT DEMONSTRATED A NEGATIVE ATTITUDE TOWARD SCHOOL OR HIS OWN EDUCATION BY PERFORMING POORLY OR, DEMONSTRATED AN INABILITY TO PERFORM WELL.

0. MISCELLANEOUS.

   0.1 Miscellaneous, Goal 4 Ineffective.

   0.2 Miscellaneous, other than Goal 4 Ineffective.

Goal 4. Quality education should help every child acquire a positive attitude toward school and toward the learning process.

CATEGORIES OF INEFFECTIVE BEHAVIOR

1. STUDENT DEMONSTRATED A NEGATIVE ATTITUDE TOWARD SCHOOL.

1.1 Student demonstrated a negative attitude toward school by voicing hate, lack of respect, or lack of concern for his education.

1.1-1 Student stated that he hated school or school work.

1.1-2 Student stated that school was not necessary for his goals or stated a desire to quit school.

1.1-5 Student expressed a dislike or disrespect for teachers, school authorities, or school rules.

1.2 Student demonstrated that he did not want to be in school (excluding dislike of a particular subject only).

1.2-4 Student voiced a desire to be suspended.

1.2-5 Student did not attend school.

1.2-6 Student quit school.

1.4 Student was destructive of school property (excluding items purposely lost).

Goal 4/Ineffective

2. STUDENT DID NOT PARTICIPATE IN CLASS ACTIVITIES OR DISRUPTED THE CLASS.

2.6 Student evinced a lack of desire to participate in learning activities.

2.6-1 Student came to class unprepared to work.

2.6-2 Student lost materials needed for school or learning.

2.7 Student did not participate in class activity (excluding failure to do written assignments).

2.8 Student failed to complete, or showed disinterest in completing, assigned school work.

2.8-1 Student failed to complete assignments on his own.

2.8-2 Student, after not completing assigned work, voiced a lack of concern about grades.

2.8-5 Student did not take test or arranged to be "ill" on test day.

2.9 Student misbehaved or acted contrary to school rules (excluding destruction of school property).

2.9-1 Student cheated on a test or copied an assignment.

Goal 4/Ineffective

3. STUDENT FAILED TO WORK TO AVOID ERRORS.

3.2 Student did not attempt to complete an assignment as well as he could (including not correcting mistakes, or not following directions.

Goal 4/Ineffective

4. STUDENT DEMONSTRATED A LACK OF DESIRE TO STUDY AND LEARN.

4.1 Student voiced a lack of interest in, or a dislike of, a particular subject or skill, or stated that study of the subject was not necessary for his goals.

4.1-5 Student did not attend class in a particular subject, or came to class late.

4.2 Student voiced a dislike of remedial study (excluding refusal of remedial help, and not asking for help when appropriate).

4.5 Student did not do extra study to improve in a subject.

4.5-2 Student did not participate in a remedial, repeat, or special class, or did not ask for or make use of help.

4.6 Student did not study for a test, or studied only for test or grade.

4.8 Student demonstrated a lack of concern for studying.

4.8-4 Student did not spend free time reading or studying for pleasure.

4.8-6 Student voiced a desire for distractions while studying: radio, TV, etc.

Goal 4/Ineffective

5. STUDENT DID NOT PARTICIPATE IN EXTRACURRICULAR LEARNING ACTIVITIES.

   5.2 Student did not want to go on a field trip.

   5.3 Student quit an organized extracurricular (non-remedial) learning activity: music lessons, etc.

Goal 4/Ineffective

6. STUDENT DEMONSTRATED A NEGATIVE ATTITUDE TOWARD SCHOOL OR HIS OWN EDUCATION BY PERFORMING POORLY OR, DEMONSTRATED AN INABILITY TO PERFORM WELL.

6.2 Student, not working to capacity, received failing grades (excluding lack of concern about bad grades).

6.4 Student indicated that he had given up trying to achieve or be successful at learning.

6.5 Student, after doing an assignment poorly or quitting, stated that he was unable to learn the subject, or stated that he had not mastered the needed skill.

6.5-1 Student stated that he was unable to read well.

6.6 Student demonstrated that he had not learned a particular topic, subject, or skill by doing poor work.

6.7 Student, by doing poor work, demonstrated that he was unable, or did not have the capacity to do assigned work.

RATIONALE

Goal Four - Area 1

STUDENT DEMONSTRATED A POSITIVE ATTITUDE TOWARD SCHOOL.

Description

The behaviors include reactions indicative of appreciation of school and related activities in all settings associated with the school, realization of the immediate value and long-term value of the total school experience, and its effects upon the implications and relationships of the individual's vocational future. The appreciation for the opportunity to learn is further substantiated by the resentment toward students who attempt to disrupt the educational process by creating turmoil within the classroom or resentment toward individuals responsible for temporary disruption created by local or national strife.

Analysis

Of particular significance is the importance of challenge to the student; assignments which can be mastered but which require considerable effort. Good teacher-pupil rapport is definitely cited as a prerequisite for appreciation of the school experience and proper response to the challenge of subject materials.

The need for each individual to experience some form of academic success is reflected in discussions taking place within and outside the classrooms. The desire for and realization of academic achievement and future accomplishment and their interrelationships are strongly evidenced.

The opportunity for the student to discuss and express his beliefs relative to absenteeism, individual disinterest in learning, disruption created by student(s) within the classroom, or disruption resulting from riot or strike may help to foster a positive attitude toward school.

RATIONALE

Goal Four - Area 1

Indications are that the attitudes of appreciation and realization are elicited from the influences of the home and school.

Application

School personnel must cultivate within each student an appreciation for and awareness of individual academic strength and their relationships to vocational and school success. If the academic strengths do not parallel the student's future aspirations, opportunities for remediation or alternate choices should be provided.

Opportunities for analysis of the benefits of education as related to friends, family, neighbors, and nations will enable students to realize the advantages or lack of advantage of education. Although individual cases of success without education may be cited, local and national statistics and standards relative to frequency should be highlighted. Even though incidents of success without formal education do exist, student might be asked to estimate the high level of attainment which could have been achieved with more extensive education.

The importance of the establishment of goals for students cannot be overly emphasized. Through the joint efforts of school and faculty, home and family, this formation will lead to a willingness to learn and satisfaction from accomplishment. The school and teachers must provide not only the opportunity for the student to learn but the incentive to learn. A significant part of this incentive is the opportunity to succeed --the opportunity to function within individual potential. An individualized academic prescription should be provided by school personnel if maximum potentials are to be developed and successful learning experiences are

to be available.

The opportunity for youngsters to succeed and/or experience pleasure within school is essential. Such may be attained when one student is permitted to assist another with an assignment or task. The more knowledgeable student experiences a sense of satisfaction from mastery of an area and having the opportunity to assist another student; the student needing assistance may establish a new peer relationship or be more responsive to assistance from a peer. The committee or buddy approach within the classroom has considerable merit.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 4, 7, 8 and 9.

RATIONALE

Goal Four - Area 2

STUDENT CONTRIBUTED RO OR PARTICIPATED IN CLASS ACTIVITIES.

Description

The behaviors in this area are indicative of the curiosity or eagerness of students to gain knowledge or contribute to the learning process through verbal contributions, or introductions of ancillary materials related to a given subject area. Perserverance and diligence to gain a more thorough knowledge of a given subject is evidenced through the attention devoted to classroom discussion, the verbal and/or non-verbal reactions, the attention given to out-of-class assignments, particularly if the completed assignment exceeds the basic requirements, or if effort is put forth to gain knowledge of activities taking place when student is not in school.

Analysis

The behaviors occur in a wide variety of settings, both during initiation of the subject in class and follow-up assignments to be completed after class, but are elicited through the teacher's efforts to begin discussions or otherwise seek verbal or other responses.

The student must understand the ongoing class activities and their implications. He must have the verbal or other skills needed to make a contribution. And, of course, he must see value in the class activity and in his contribution to it.

Application

The teacher may structure situations which stimulate self-expression. It may be necessary for the teacher to express his/her personal philosophy in order to motivate students to react openly. Such open

RATIONALE

Goal Four - Area 2

rapport is motivating to students. The teacher's honesty and open-mindedness will sponsor similar reactions from students. The teacher should be careful not to exceed the comprehension and capabilities of class members, and to elicit students' interest in each class activity.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 2, 3, 4, 6 and 7.

RATIONALE

Goal Four - Area 3

STUDENT MOTIVATED BY A PARTICULAR SUBJECT, TOPIC, SKILL, OR ASSIGNMENT, MADE A SPECIAL REPORT.

Description

The behaviors in this area occur when a student wishes to expand upon a topic or do extra work in an area of interest or concern. The student's effort may take the form of a project or demonstration, an oral or written report, independent research, the development of a hobby, or establishment of relationships between or among other subject areas, travel, or communication media.

Analysis

Basic knowledge of and/or interest in a given area must exist. The student will expand, create, or relate this basic knowledge or experience in order to broaden or round-out the existing information.

Application

The teacher must be responsive to and devote the necessary time and recognition to the student's efforts outside the classroom, but which resulted from an interest developed during class time. This may involve additional time on the part of the teacher for private discussion or exchange or may require scheduling of the time within class for a student to present or display to the class his efforts and accomplishments.

Flexibility of the classroom teacher is mandatory. It is not uncommon for the greatest enthusiasm, or academic accomplishment to result from the direction determined by a student rather than the predetermined direction established by the teacher.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 4, 6 and 7.

RATIONALE

Goal Four - Area 4

STUDENT DEMONSTRATED A DESIRE TO STUDY AND LEARN.

Description

The student demonstrates a desire to study and learn by stating an interest in learning about a particular area, by asking for help in learning, by purchasing equipment or books, by studying, or by showing a concern for studying.

Analysis

The desire to learn, innate curiosity, or specific interest related to the student's personal experience may be components of the behaviors in this area.

The teacher may be the motivating force in the student's effort to broaden his basic knowledge or seek remediation for a recognized deficiency, but the student's peers, personal experiences, and other environmental factors may exercise equal force.

Application

The teacher should strive to determine what is the prime source of the student's interest to learn and then capitalize upon this knowledge by directing information, developing technique, and providing experiences which are directly related to the need which the student has identified. This may require prescriptive teaching; the teaching of reading, the writing of compositions, the learning of mathematics based upon the existing skills and existing interests of the student. This preparation of individualized materials may initially appear to be consuming a considerable portion of the teacher's time, but will ultimately save time within classes when the student is gainfully occupied in the pursuit of personal accom-

plishment.

For futher suggestions see also "Teacher Strategies" section of this booklet, Areas: 3, 4, 6 and 7.

RATIONALE

Goal Four - Area 5

STUDENT PARTICIPATED IN EXTRACURRICULAR LEARNING ACTIVITIES.

Description

Students may learn in extracurricular activities by watching television, by participating in a trip, by enrolling in an organized program, or by participating in group or organizational activities.

Analysis

The student must be aware of and the need for establishing relationships between existing knowledge and future experiences and/or opportunities. It must be realized by the student that this will be primarily an independent endeavor.

The life pattern of home, school, and community is a basic concept. They do not function independently of one another. The teacher must initiate activities which will broaden and interrelate the three in order that they are viewed as one.

Application

The teacher within the classroom should orient students to establishing relationships. This may be accomplished by specific questioning: (How does today's topic of discussion relate to last week's lesson? What relationship can you see between today's national scene and that of the Roman Empire?) Also the reference to newscasts, televised productions, news articles, and other communication media will cultivate the technique. Pursuit of knowledge of student's personal experiences outside the classroom to be related to classroom activities will develop the relativity as will the teacher's providing outside experiences (field trips, social, etc.).

RATIONALE

Goal Four - Area 5

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 2, 4 and 7.

RATIONALE

Goal Four - Area 6

STUDENT DEMONSTRATED A POSITIVE ATTITUDE TOWARD SCHOOL OR HIS OWN EDUCATION BY PERFORMING SUCCESSFULLY.

Description

The behaviors on this area concern the student's ability to display acceptable or "model" traits identified with academic and social competency.

Analysis

Behaviors in this area imply knowledge and skill development well above the norm, the ability to determine early and clearly defined life goals and proceed accordingly. The physical, mental, and social maturities do not necessarily parallel.

Application

The administrators, counselors, and teachers must early identify the "above average" or mentally gifted and provide opportunities for academic challenge through flexible curriculum and scheduling. Opportunity must be provided for self-expression and indepth pursuit of their area of interest and/or talent, and experiences channeled in order that the physical, mental, and social growth is equated. Parents should be counseled regarding both the school's efforts and the parent's role in providing additional stimuli commensurate with the child's ability.

For further suggestions see also "Teacher Strategies" section of this booklet, Areas: 1, 2, 3, 4 and 9.

SUMMARY OF TEACHER STRATEGIES

Goal Four

1. TEACHER POINTED OUT THE VALUE OF EDUCATION, LEARNING, OR SCHOOL.

2. TEACHER POINTED OUT THE VALUE OF CERTAIN SCHOOL SUBJECTS, BOOKS, LIBRARY, ETC.

3. TEACHER GROUPED STUDENTS APPROPRIATELY.

4. TEACHER RECOGNIZED AND CAPITALIZED ON A STUDENT'S SPECIAL INTEREST OR TALENT.

5. TEACHER USED PRAISE OR OTHER POSITIVE TECHNIQUES.

6. TEACHER ENCOURAGED STUDENT INVOLVEMENT IN THE LEARNING PROCESS.

7. TEACHER TRIED TO MAKE THE CLASSROOM PLEASANT, INTERESTING, OR CHALLENGING.

8. TEACHER AIDED A STUDENT IN DEVELOPING OR EXPERIENCING POSITIVE INTERPERSONAL RELATIONSHIPS WITH OTHER STUDENTS.

9. TEACHER SHOWED A PERSONAL INTEREST IN A STUDENT OR ARRANGED TO SPEND ADDITIONAL TIME WITH THE STUDENT OR ON HIS PROBLEMS.

TEACHER STRATEGIES

Goal Four

1. TEACHER POINTED OUT THE VALUE OF EDUCATION, LEARNING, OR SCHOOL.

   1.1 Teacher pointed out or discussed the benefits and pleasures to be gained from school.

      1.1-1 Teacher pointed out, or had a former dropout point out, the monetary benefits of staying in school vs. dropping out.

      1.1-2 Teacher encouraged a student to go to college, or tried to point out to a student the value of a college education.

   1.2 Teacher pointed out that education is not limited to college, that there are many vocations not requiring college.

   1.3 Teacher stressed the importance of some kind of job preparation during high school vs. taking a "General" course.

2. TEACHER POINTED OUT THE VALUE OF CERTAIN SCHOOL SUBJECTS, BOOKS, LIBRARY, ETC.

   2.1 Teacher pointed out why certain subjects should be studied.

      2.1-1 Teacher pointed out how a particular subject studied now would help in future school days or in other classes.

      2.1-2 Teacher pointed out to a student how a particular subject would help in his stated career choice or in other specific careers.

   2.2 Teacher made a student aware of the value and/or existence of the library, source material, etc.

   2.3 Teacher tried to arrange for students to enjoy or to be interested in books, reading, poetry, etc.

3. TEACHER GROUPED STUDENTS APPROPRIATELY.

   3.1 Teacher took a student's desires into account and let him go into class or group beyond what teacher thought best, or allowed him to continue to use a book appropriate for his grade level rather than a lower grade level.

   3.2 Teacher enrolled a student in an accelerated curriculum, or placed a student in a more advanced class or a higher grade.

3.3 Teacher, prior to retaining a student in the same grade or prior to dividing class into ability groupings, discussed it with the student to make it easier to accept.

3.4 Teacher placed a student appropriately on a lower level or in a slower group.

3.5 Teacher avoided putting pressure on a slow student.

4. TEACHER RECOGNIZED AND CAPITALIZED ON A STUDENT'S SPECIAL INTEREST OR TALENT.

4.1 Teacher allowed a student to demonstrate his capabilities, interest, talent, etc., before the class, or made use of student's contribution or special background in the class.

4.2 Teacher assigned a student special projects that would require his presenting the material or his findings to the class.

4.3 Teacher used a student's known special interest or talent to increase his interest or motivation in school or learning in general.

4.4 Teacher arranged for a student who had difficulty with academic material, to work with his hands.

4.5 Teacher encouraged a student to do additional work in his interest area.

4.6 Teacher encouraged a student to take lessons in his talent or special interest area.

4.7 Teacher suggested a student with talent enter a contest, join a school group where this talent would be used, etc.

5. TEACHER USED PRAISE OR OTHER POSITIVE TECHNIQUES.

5.1 Teacher used a positive approach with a student, made comments on positive achievements.

5.1-1 Teacher praised or complimented a student on his effort, achievement, etc.

5.2 Teacher stressed the individual worth of each student, the value of each one's achievements in relation to his goals, or encouraged him to do better or work harder in school.

5.3 Teacher tried to assure a student he had the ability to succeed.

Goal Four

5.4 Teacher tried to make student accept the fact that everyone makes mistakes, that the possibility of giving a wrong answer shouldn't stop someone from trying.

5.5 Teacher encouraged self-evaluation by the students.

5.6 Teacher praised a student by giving him special tasks or responsibilities.

6. TEACHER ENCOURAGED STUDENT INVOLVEMENT IN THE LEARNING PROCESS.

6.1 Teacher encouraged a student to be personally responsible for his actions, work, etc.

6.2 Teacher encouraged a student to work on his own, or on something of his own choice.

6.3 Teacher had a student actively participate in the class or conducted the class in such a way as to encourage student participation and involvement.

6.4 Teacher suggested that student help or teach another student or someone else, as a means of benefiting either the helper or the person being helped.

7. TEACHER TRIED TO MAKE THE CLASSROOM PLEASANT, INTERESTING, OR CHALLENGING.

7.1 Teacher conducted a class so that at certain times students' interests and desires determined what was taught or discussed, or on what day tests would be given.

7.2 Teacher allowed a student to deviate from the norm in such areas as extending deadlines, allowing the use of learning aids, allowing a certain amount of negative behavior, or giving an extra recess.

7.3 Teacher taught the class in such a way that there was less than normal pressure.

7.4 Teacher introduced or taught a subject in class which one or more students found interesting.

7.5 Teacher used an approach in class which aided in student learning.

7.5-1 Teacher, by the way he taught or explained the subject, made it understandable.

Goal Four

7.5-2 Teacher encouraged students to think rather than to memorize.

7.5-3 Teacher assigned projects to the class, rather than having written tests.

7.5-4 Teacher assigned or gave students the opportunity to do experiments in science and/or other subject areas.

7.5-5 Teacher used one or more audio-visual aids in class.

7.6 Teacher used games or other competitive situations.

7.7 Teacher made the class fun.

7.8 Teacher used rewards or incentives.

8. TEACHER AIDED A STUDENT IN DEVELOPING OR EXPERIENCING POSITIVE INTERPERSONAL RELATIONSHIPS WITH OTHER STUDENTS.

8.1 Teacher arranged for a shy or problem student to interact with the other students.

8.2 Teacher pointed out to a student (or arranged for him to find out) how his inappropriate behavior had an adverse effect on others.

8.3 Teacher attempted to get students to treat each other more kindly.

8.4 Teacher arranged for two fighting students to talk.

9. TEACHER SHOWED A PERSONAL INTEREST IN A STUDENT OR ARRANGED TO SPEND ADDITIONAL TIME WITH THE STUDENT OR ON HIS PROBLEMS.

9.1 Teacher showed a personal interest in the student--spent time talking and listening to him.

9.1-1 Teacher spent time talking with student and pointed out his responsibilities to his parents or siblings.

9.1-2 Teacher tried to say something positive about a student's problem areas.

9.2 Teacher showed a friendly interest in a student or spent time talking with him and gave him individual help.

9.3 Teacher worked with a student on an individual basis, gave individual help, or tutored a student.

TEACHER STRATEGIES

Goal Four

9.4 Teacher explained to or talked with a student about why he was having problems in school or with teachers and why he should make changes in attitudes, study habits, behavior, etc.

9.5 Teacher (or counselor) helped a student change his class or cou se schedule.

9.6 Teacher arranged for a parent-teacher conference to discuss a student's problem and potential remedies.

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BOOKLET 4–A
NEEDS ASSESSMENT

QUALITY EDUCATION PROGRAM STUDY

INTEREST IN SCHOOL AND LEARNING

PENNSYLVANIA
GOAL FOUR

AN ESEA TITLE III PROJECT

COORDINATED AND DIRECTED BY:
Office of the County Superintendent
Bucks County Public Schools
Division of Curriculum and Instruction

IN COOPERATION WITH:
The Pennsylvania Department of Education

45

JUNE 1971

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PREFACE

The Bucks County Schools have for some time been committed to improving the quality of the educational offerings for its youth. Characteristic of that commitment was the manner in which officials of the Pennsylvania Department of Education, Bucks County Public Schools, Luzerne County Public Schools, Allegheny County Public Schools, Penn-Trafford School District, Pittsburgh School District, and Erie School District joined together in 1966 to draft the proposal for the Quality Education Program Study (QEPS). Conceived as a complement to Pennsylvania's pioneering efforts to assess the quality of its schools, the study was designed to define and clarify the Ten Goals of Quality Education adopted by the State Board of Education in 1965.

The following booklet is a part of the story of how Q.E.P.S. went about its ambitious task, and the results of that effort. We trust this statement of the behavioral definitions for Pennsylvania's Ten Goals of Quality Education will serve as a guide for the evaluation and improvement of teaching and learning in the schools of the Commonwealth.

Dr. George E. Raab
County Superintendent
Bucks County Public Schools

INTRODUCTION

In recent years there has been an increased interest in goal definition in education. Most efforts toward the establishment and definition of goals seems to take the form of generalizations or descriptive statements. Little, if any, data is available concerning empirical methods for defining educational goals.

Until recently, the "Goals for Quality Education" were not defined in a coherent form. An analysis of this problem revealed that most stated goals have little exact meaning for the practicing educator. Frequently, goals are stated in such general terms that any educator could convince himself that these goals are the purpose that guide his program. Goals are statements of general educational intents. While it is not absolutely necessary for goals to be stated in performance terms, the more clearly these statements are described, the more readily we can develop valid indicators of pupil behavior.

The first step in constructing an instructional program centers upon the need for a set of objectives. An objective refers to the performance or change in behavior a pupil is to exhibit upon completion of instruction. Therefore, meaningful objectives should relate to the "Goals for Quality Education". If one is "to measure objectively the adequacy and efficiency" of educational programs, these objectives must be described in terms of not what the schools do, but in what children do. One must itemize the kinds of behavior that add up to the goals for quality education if we are ever to know how children progress toward the goals or how efficient an educational program may be in furthering such

progress. Specifying goals in this way poses practical problems.[1]

The formulation and adoption of Pennsylvania's Goals of Quality Education represents a major step toward the definition of the State's educational intents, making possible an assessment of its efforts toward the fulfillment of those intents. In an effort to further increase the utility of the goals to the practitioner and evaluator, the Quality Education Program Study was proposed to review, define, and clarify the Ten Goals. Funded in 1968 under E.S.E.A. Title III, Q.E.P.S. made a unique departure from the usual "armchair philosophy" or logical approach to goal definition by deciding to employ the Critical Incident Technique. This technique was used to collect empirical data to define the goals.

The QEPS staff collected critical incident data from teachers, students, and parents from various urban, suburban, and rural areas throughout the State. These data included both student behaviors indicative of achievement of the Ten Goals and teacher behaviors effective in helping students achieve these Goals.

The resulting descriptions or definitions for each of the Ten Goals include: (1) Student Behaviors, (2) Rationales or narrative explanations, and (3) Teacher Strategies. Also, for each Goal QEPS has developed needs assessment instruments to provide the practitioner with a mechanism to systematically gather information to assess its needs and assign priorities to those needs.

[1] Educational Testing Service. A Plan for Evaluating the Quality of Educational Programs in Pennsylvania. Volume One: The Basic Program. Princeton, New Jersey: ETS, Henry S. Dyer, Project Director, Chapter I, pages 1-4 (June 30, 1965).

It is hoped that the resulting products of three years of intensive work devoted to defining Pennsylvania's Ten Goals of Quality Education will provide various segments of the educational community with information and the means to continue to improve the quality of education for the students of Pennsylvania.

Raymond Bernabei
Assistant Superintendent
Bucks County Schools

Donald L. Wright
Project Director, Q.E.P.S.

PROJECT REPORTS

The following is a listing and brief description of the reports produced by the Quality Education Program Study:

Booklet A — Project Description
A description of the project including a background and overview and a detailed report of procedures used to collect, handle, and analyze the data. Includes an appendices.

Booklet B — General Needs Assessment
Instructions
General Needs Assessment Instrument for the Ten Goals.

Booklet C — Characteristics of Incidents and Their Reporters
Gives a tabulation of various characteristics of reporters for each category and sub-category of student behavior.

Goals One through Ten each have two reports. The first is a Description of the goals, containing three basic components: (1) the categories of student behavior, (2) rationales for the areas of effective student behavior, and (3) related teacher strategies. The second report is related to the Needs Assessment of that goal and contains: (1) Instructions, (2) the general needs assessment instrument for that goal, and (3) an analysis of instruments related to that goal. The booklets for the Ten Goals are:

	Goal One - Self Understanding
Booklet 1	Description
Booklet 1A	Needs Assessment
	Goal Two - Understanding Others
Booklet 2	Description
Booklet 2A	Needs Assessment
	Goal Three - Basic Skills
Booklet 3	Description
Booklet 3A	Needs Assessment

	Goal Four - Interest in School and Learning
Booklet 4	Description
Booklet 4A	Needs Assessment
	Goal Five - Good Citizenship
Booklet 5	Description
Booklet 5A	Needs Assessment
	Goal Six - Good Health Habits
Booklet 6	Description
Booklet 6A	Needs Assessment
	Goal Seven - Creativity
Booklet 7	Description
Booklet 7A	Needs Assessment
	Goal Eight - Vocational Development
Booklet 8	Description
Booklet 8A	Needs Assessment
	Goal Nine - Understanding Human Accomplishments
Booklet 9	Description
Booklet 9A	Needs Assessment
	Goal Ten - Preparation for a World of Change
Booklet 10	Description
Booklet 10A	Needs Assessment

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NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument is comprised of sixty-three (63) area behavioral statements which encompass all of the Ten Goals of Quality Education. These area statements capsulize the various behaviors of the category scheme derived from student behaviors reported by teachers, parents and students.

Individual — The individual needs assessment instrument is a compilation of the behavior statements taken from the category scheme. These phrases or statements have been edited to accommodate their usage by elementary age children. (The individual needs assessment will be found for the appropriate goal in booklets 1A through 10A).

Test Instrument — The test instruments are a compilation of available tests relating to the Ten Goals of Quality Education. (The test instruments will be found for the appropriate goal in booklets 1A through 10A).

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PURPOSE OF NEEDS ASSESSMENT INSTRUMENTS

General — The general needs assessment instrument can provide the means for a school district to assess its needs relative to the Ten Goals of Quality Education. The need for such assessment may be generated as a result of the Pennsylvania State Quality Assessment Program, or a self-initiated need to identify strengths of the educational program or to identify areas in which greater concentration may be deemed advisable. This instrument could also serve as a medium to acquaint constituents (parents and students) with the Goals of Quality Education.

Individual — The individual needs assessment instrument is designed primarily for student use, under the direction of the teacher. The purpose would be the individual student assessment of his behavior relating to the specific behavioral categories of one or more of the Goals of Education.

HOW TO USE THE GENERAL NEEDS ASSESSMENT INSTRUMENTS

General

This instrument is designed for parent, student, teacher and administrative use, or any combination of these.

The instrument included in this booklet has a rating scale from "most important" through "least important" with accompanying numerals five (5) through one (1). For illustrative purposes, let us assume a school district would request a community group to identify (in their opinion) the most important things the school is or should be accomplishing.

The group would be instructed to read the statement in bold print and the clarifying material below. They should then determine the importance of the area by placing a check above the number representing the priority they consider appropriate in that area. Tabulation would consist merely of adding the total scores for each area. The areas having the highest total score would reflect the group's priority relating to the school program.

Another approach for the use of this instrument would be to transcribe each statement and explanation on separate cards. This would allow the user to sort the items into priority stacks. Five envelopes could be provided and labeled "most important" through "least important".

There are some advantages to using cards. If the school district would utilize the instrument with several groups, or more than once with one group, the cards can be used and reused since no pencil checking is involved. A "free sort" would

simply require the placing of the cards in the appropriately labeled envelope and the tabulation would be the same as the check list tabulation. This "free sort" method might be desirable to compare priority ratings of different groups.

If a district desires, it can structure the sorting process by a "forced sort". The "forced sort" could require equal numbers of cards in each priority envelope or specify a number not to be exceeded in the "most important" and "least important" envelopes and let the others fall somewhere in the three remaining categories of "important", "average importance" or "marginal importance". The "forced sort" would force a few, manageable, top priority items for the school district to determine a course of action to pursue.

School districts may want to compare goal priorities of college oriented parents vs. another group or the school staff itself. Obviously, discretion must be practiced if comparisons are to be made outside of the school community.

The above illustrations allow school districts flexibility for local uses and needs. They are simply illustrations. Local districts may create innovative approaches with the material for their own use.

GENERAL NEEDS ASSESSMENT INSTRUMENT

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

Quality Education should help every child acquire a positive attitude toward school and toward the learning process.

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 1 - SHOWS POSITIVE ATTITUDE TOWARD SCHOOL.	1	2	3	4	5
Shows through actions or statements that school or school work is enjoyable or needed; shows interest in teaching activities or becoming a teacher.					
Area 2 - CONTRIBUTES OR PARTICIPATES IN CLASS ACTIVITIES.	1	2	3	4	5
Suggest learning activities; asks questions about class topics; completes assignments and makes up work missed by being absent.					
Area 3 - MAKES SPECIAL EFFORTS THROUGH MOTIVATION.	1	2	3	4	5
Makes projects or gives reports not assigned or work is more than required; works carefully to avoid mistakes or corrects mistakes; does extra work or extra practice; looks up more information for a project or report.					
Area 4 - DESIRES TO STUDY OR LEARN.	1	2	3	4	5
Asks for extra work; reads or studies in free time; volunteers to do an assignment; asks for help; brings book or equipment relating to a subject.					

Life 100 out

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

	1 Least Important	2 Marginal Importance	3 Average Importance	4 Important	5 Most Important
Area 5 - SELECTS EXTRACURRICULAR LEARNING ACTIVITIES.	1	2	3	4	5
Watches educational TV or programs to learn; arranges for or takes part in an educatioral trip.					
Area 6 - HAS POSITIVE ATTITUDE TOWARD ONE'S OWN EDUCATION.	1	2	3	4	5
Helps others learn; plans college education or courses relating to a career or goal; picks courses or career suitable to his strengths.					

HOW TO USE THE INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

This instrument is designed for self-evaluation or assessment by students. The teacher may select one of the ten Goals of Quality Education, distribute the instrument for that Goal and request the students to place a check above the corresponding number representing "always" through "never". Evaluation of the check lists would reveal the individual strengths and weaknesses relative to a particular Goal.

Those behaviors receiving low scores would indicate both to the student and teacher behavioral goals to which the student should aspire. Pursuit of these goals could entail teacher-student planning of mini-units of study or projects to bring about the desired behavior. On the basis of this, teachers could collaborate on developing units of study or projects to accommodate those students who scored low on the various behavioral items.

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

Quality Education should help every child acquire a positive attitude toward school and the learning process.

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 1 - SHOWS POSITIVE ATTITUDE TOWARD SCHOOL.					
1.1 Says that he likes school and/or school-work.	___	___	___	___	___
	1	2	3	4	5
1.2 Shows by actions a desire to be in school.	___	___	___	___	___
	1	2	3	4	5
1.3 Shows an interest in teaching activities or a teaching career.	___	___	___	___	___
	1	2	3	4	5
Area 2 - CONTRIBUTES OR PARTICIPATES IN CLASS ACTIVITIES.					
2.1 Suggests a classroom learning activity.	___	___	___	___	___
	1	2	3	4	5
2.3 Brings things in to talk about with teacher or class.	___	___	___	___	___
	1	2	3	4	5
2.4 Makes something for class to look at.	___	___	___	___	___
	1	2	3	4	5
2.5 Listens or pays attention in class.	___	___	___	___	___
	1	2	3	4	5
2.6 Shows he wants to take part in learning activities by getting ready for them in some way.	___	___	___	___	___
	1	2	3	4	5
2.7 Takes part in class activities.	___	___	___	___	___
	1	2	3	4	5
2.8 Completes daily assignments or homework.	___	___	___	___	___
	1	2	3	4	5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 3 - MAKES SPECIAL EFFORTS THROUGH MOTIVATION.					
3.1 Does a project or report which is not assigned, or does extra work on an assignment or report.	___ 1	___ 2	___ 3	___ 4	___ 5
3.2 Works carefully or does an assignment over again so as not to make mistakes or to correct mistakes.	___ 1	___ 2	___ 3	___ 4	___ 5
3.3 Enters a contest in a certain subject area.	___ 1	___ 2	___ 3	___ 4	___ 5
3.4 Does extra work in one of his subjects.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 4 - DESIRES TO STUDY OR LEARN.					
4.1 Says he is interested in studying a certain subject, or wants to go to a certain class.	___ 1	___ 2	___ 3	___ 4	___ 5
4.2 Says he is interested in studying a certain subject over again because he feels weak in that area.	___ 1	___ 2	___ 3	___ 4	___ 5
4.3 Asks another for help in learning.	___ 1	___ 2	___ 3	___ 4	___ 5
4.4 Buys material or books to help him study a subject, with his own money.	___ 1	___ 2	___ 3	___ 4	___ 5
4.5 Does extra studying to improve in a subject.	___ 1	___ 2	___ 3	___ 4	___ 5
4.6 Studies for a test.	___ 1	___ 2	___ 3	___ 4	___ 5
4.7 Studies in a way he taught himself, which works well.	___ 1	___ 2	___ 3	___ 4	___ 5
4.8 Shows a desire to study.	___ 1	___ 2	___ 3	___ 4	___ 5
4.9 Makes an effort to learn, or to learn more.	___ 1	___ 2	___ 3	___ 4	___ 5
4.10 Does extra credit for a better grade.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 5 - SELECTS EXTRACURRICULAR LEARNING ACTIVITIES.					
5.1 Watches a certain program or educational TV, or watches TV to learn.	___ 1	___ 2	___ 3	___ 4	___ 5
5.2 Makes plans for, or takes part in, an educational trip that has to do with topics of interest to him.	___ 1	___ 2	___ 3	___ 4	___ 5
5.3 Takes part in an organized out-of-school learning situation.	___ 1	___ 2	___ 3	___ 4	___ 5
5.4 Takes part in group activities that have to do with working with people.	___ 1	___ 2	___ 3	___ 4	___ 5

INDIVIDUAL NEEDS ASSESSMENT INSTRUMENT

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

	Never	Seldom	Usually	Often	Always
	1	2	3	4	5
Area 6 - HAS POSITIVE ATTITUDE TOWARD ONE'S OWN EDUCATION.					
6.1 Is a "model" student or shows he is a good student.	___	___	___	___	___
6.2 Does extra work and skips a grade in school.	___	___	___	___	___
6.3 Always gets good grades, or makes the honor roll.	___	___	___	___	___
6.8 Shows he has learned or knows the skill by helping another to learn.	___	___	___	___	___
6.9 Plans his college education or present education to help with what he plans in later life.	___	___	___	___	___
6.10 Chooses a career, job, or school which he will be able to handle.	___	___	___	___	___

ANALYSIS OF INSTRUMENTS

The purpose of this section is to provide the Quality Education Program Study with information concerning the identification and selection of test instruments for assessing pupil development with regard to the Program's stated Ten Goals of Quality Education.

The identification and selection of test instruments for the Quality Education Program Study was done at two sites: the University of Alabama and the University of Nevada, Las Vegas. Dr. Sam Leles directed the work at the University of Alabama site, and Dr. James Case directed the work at the University of Nevada, Las Vegas site.

The test instrument identification and selection procedure at both sites was divided into three phases as follows:

Phase 1 — The initial identification at each site of test instruments for all ten goals of the Quality Education Program Study.

Phase 2 — The preliminary screening of the test instruments identified in Phase 1 for Goals I, III (Secondary), V, VIII, IX, and X (University of Nevada, Las Vegas), and Goals II, III (Elementary), IV, VI, and VII (University of Alabama).

Phase 3 — The final screening and analysis of the remaining test instruments from Phase 2.

After completion of Phase 1, the University of Alabama site and the University of Nevada, Las Vegas site, exchanged listings of the instruments thus far identified for all ten goals and completed Phases 2 and 3, using combined listings of instruments from both sites.

An extended description of each of these three phases of the identification and selection procedure as carried out at the University of Nevada, Las Vegas site, follows:

Phase 1 The Initial Identification of Test Instruments for The Ten Goals.

In mid-February, two graduate students at each University site were employed to make the initial identification search of test instruments for all ten goals of the Quality Education Program Study. The graduate students had previous teaching experience in public schools, and had taken considerable course work in testing, test analysis, test selection, etc., during their current graduate studies. All searchers were, therefore, familiar with the sources for the identification of test instruments.

The searchers were instructed to identify all possible instruments for all ten goals. The initial identification listing was to include the following for each instrument: title, form, author or publisher, date, grade level, a brief description of the appropriate uses of the instrument, and a bibliography notation on where the instrument was located during their search.

The criteria for the initial identification of an instrument was that the instrument appropriately measure any characteristic related to the following description of the ten goals:

I - Self Understanding
II - Understanding Others
III - Basic Skills
IV - Interest in School and Learning
V - Good Citizenship
VI - Good Health Habits
VII - Creativity
VIII - Vocational Development
IX - Understanding Human Accomplishment
X - Preparation for a Changing World

The following is a summary of the number of instruments initially identified by goal at the University of Nevada, Las Vegas site, during Phase 1:

I - 63	VI - 44
II - 43	VII - 35
III - 61	VIII - 37
IV - 36	IX - 35
V - 27	X - 28

These numbers of instruments were identified by a thorough search of the facilities at the University of Nevada, Las Vegas, and at the University of California at Los Angeles

A listing of the above identified instruments was then sent to the Alabama site. A combined listing of the instruments identified at both sites, at the completion of Phase 1, gave the following number of instruments by goal (corrected for instruments concurrently identified at both sites):

I - 74	VI - 65
II - 56	VII - 57
III - 87	VIII - 62
IV - 53	IX - 55
V - 49	X - 50

A table summary of the numbers of test instruments identified and analyzed by goal for the Ten Goals of Quality Education is listed below. This listing and subsequent final selection of goal-related instruments are not to be considered as exhaustive nor listed in priority form.

SUMMARY

Number of Test Instruments Identified and Analyzed by Goal for The Ten Goals of Quality Education

Goal	No. of Instruments Identified in the Initial Search (UA + UNLV)	No. of Duplicate Instruments	No. of Instruments Analyzed	No. of Instruments Selected
I	84	10	74	26
II	65	9	56	18
III	97	10	87	39
IV	59	6	53	14
V	54	5	49	17
VI	71	6	65	20
VII	57	0	57	10
VIII	65	3	62	24
IX	59	4	55	19
X	53	3	50	22
Totals	664	56	608	209

Phase 2 The Preliminary Screening of the Test Instruments Identified in Phase 1.

The University of Nevada, Las Vegas site, performed a preliminary screening of test instruments from the above described combined listings for Goals: I, III(Secondary), V, VIII, IX, and X. The University of Alabama site concurrently performed a preliminary screening of the instruments from the combined listings for Goals: II, III(Elementary), IV, VI, and VII.

The following criteria were used at both University sites for the preliminary screening of the initially identified instruments from Phase 1 relating to each goal.

Goal One

The instrument must measure and/or identify those characteristics or attributes that provide information that would permit an individual to develop a better understanding of himself and his worth to society.

Goal Two

The instrument must measure and/or identify the individual's extent of acquiring understanding and appreciation of persons belonging to social, cultural, and ethnic groups different from his own.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in the use of words and numbers.

Goal Four

The instrument must measure and/or identify the individual's acquisition of positive attitudes toward school and toward the learning

process.

Goal Five

The instrument must measure and/or identify habits and/or attitudes of an individual that are associated with responsible citizenship.

Goal Six

The instrument must measure and/or identify the individual's acquisition of good health habits and understanding the conditions necessary for the maintenance of physical and emotional well-being.

Goal Seven

The instrument must measure and/or identify the traits or characteristics encouraging creativity.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the opportunities open to him for preparing himself for a productive life.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of, and/or understanding of, and appreciation of, human achievement in the natural sciences, the social sciences, the humanities, and the arts.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands.

Phase 3 The Final Screening and Analysis of The Test Instruments Remaining After Phase 2.

After the preliminary screening of the test instruments in Phase 2, the total number of instruments for each goal was reduced to approximately half.

The following criteria were used at both sites for the final screening and analysis of the test instruments remaining from Phase 2:

Goal One

The instrument must measure and/or identify characteristics and/or attributes of self concept, and knowledge and/or understanding of societal structures and relationships, and his relationship to these. Examples of the foregoing were: social emotional adjustment; response to ideas, people and established institutions; sense of personal worth, personal freedom, belonging; being with others; political, social, and religious values; emotional adjustment; personal preferences; self confidence; needs and problems identification; friendliness; integrity; leadership and responsibility; value complex development; emotional maturity.

Goal Two

The instrument must measure and/or identify traits or characteristics an individual achieves in attempting to understand and appreciate other persons belonging to social, cultural, and ethnic groups. Examples of the foregoing are: social standards, anti-social tendencies, community relations; generalized attitudes toward nationality, racial, and religious groups; a study of what different people will do in different situations; morality and personality traits, perception of others; independence, leadership, interpersonal traits; and social distance.

Goal Three

The instrument must measure and/or identify the individual's extent of acquisition and/or mastery of the basic skills in: acquiring ideas through listening and reading; communicating through writing and speaking; handling mathematical operations, and the ability to reason logically and to respect evidence. Examples of the foregoing were: assessment of reading comprehension, progress and growth; assessment of vocabulary, reading speed and accuracy; measurement of auditory memory and alertness; sound-symbol association ability; sensitivity to grammatical structure; listening ability; understanding of word meaning and sentence meaning; location of information; ability to select central ideas and skim; ability to think critically, draw influences, recognize assumptions and reason logically; spatial and numerical reasoning; measurement of concepts and skills in structure and number; recognition and application of mechanics of writing, building of sentences and paragraphy; measurement of arithmetic problem-solving abilities.

Goal Four

The instrument must measure and/or identify positive attitudes toward school and learning. Descriptions include school life; interest index; attitudes toward disciplinary procedure, play, vocation and school work; opinion of school, interests, and subjects.

Goal Five

The instrument must measure and/or identify knowledge of and habits and/or attitudes associated with: loyalty to the fundamental principles of a free democratic society; effective participation in group activities either as a leader or follower; an appreciation and acceptance of the necessity for earning a living; the acceptance of the basic

ethical values of group living, e.g., honesty, concern for the less fortunate, etc. Examples of the foregoing were: assessment of knowledge and understanding of political participation, government organization and services; familiarity with issues that confront citizens in a democrary, e.g., urban problems, economic affairs, foreign policy; knowledge and understanding of the United States Constitution and federal government policies and political participation; assessment of attitudes toward changing the Constitution; assessment of actual and desired political-social activism; assessment of values relative to political controls; measurement of knowledge and understanding of democratic principles of the United States; understanding of social change; measurement of social conformity, prejudice, and degree of open/closed mind; assessment of active involvement in current social or political problems; identification of economic wants; measurement of appreciation of the role of economic factors in one's life.

Goal Six

The instrument must measure and/or identify health behavior from the viewpoint of student practices; understanding conditions necessary for maintaining good health habits; knowledge and application of safety education concept; practices and attitudes one holds regarding health habits; the causes and effects related to good health.

Goal Seven

The instrument must measure and/or identify factors in creative thinking. Examples of related terms are: logical thinking, divergent thinking, ideational fluency, expressional fluency, optimistic-imagination, style preferences, generalizing, analyzing, synthesizing and evaluating.

Goal Eight

The instrument must measure and/or identify the individual's knowledge and/or understanding of the educational and vocational opportunities open to him for preparing himself for a productive life. It is explicitly implied that the test instruments selected for this goal will also be used for educational/vocational guidance purposes. Examples of the foregoing were: measurement of mental abilities important for academic success and related endeavors outside the classroom; measurement of scholastic ability of students planning to go to college; prediction of success and satisfaction in an occupation; preference for, liking for, or interest in a vocation; assessment of work values; measurement of aptitude for skills in selected occupations; interest in selected occupational activities; measurement of abilities necessary for success in selected occupational fields; measurement of attitudes toward a vocation; assessment of personal qualities related to job success or failure; educational and vocational planning inventories.

Goal Nine

The instrument must measure and/or identify the individual's knowledge of and/or understanding of, and appreciation of, human achievement regarding the transforming conceptions of modern science, basic sociological and psychological principles, and the differentiation of the worthy from the worthless in the arts and humanities. Examples of these were: measurement of understanding of music and artistic heritage; measurement of knowledge and comprehension of literature; assessment of understanding of recent social and scientific developments; knowledge, understanding, and appreciation of art, music, drama, and philosophy; measurement of awareness of works of famous composers, writers, and

artists; measurement of ability to interpret literary materials; measurement of understanding of general scientific principles, the nature of scientific inquiry and scientific reasoning.

Goal Ten

The instrument must measure and/or identify those characteristics or attributes of an individual that relate to preparation for a life of change and unforeseeable demands. This goal explicitly implies a necessity for continuing education - both formal and/or informal, both recreational and/or vocational (or occupational) - to fill the life-long needs of the individual and society. Selection criteria for test instruments for this goal must, therefore, reflect general interests, attitudes, preferences, etc., toward work and leisure; thus the selected instruments would provide information useful to an individual for future leisure-time and vocational planning - planning that is necessary because of the rapidly changing economic and recreational nature of our world. Examples of these were: identification of behavior preferences; identification of personal problems, e.g., personal finance, planning for future, personal interests; measurement of variability and adaptability; desire for responsibility; interest in self-employment; assessment of aspirations at both idealistic and realistic levels; measurement of independence and resourcefulness; assessment of values which influence manner of coping with life-problems; classification of individual as to type, theoretical-non-theoretical, political-non-political, etc.

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING

I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Billett-Starr Youth Problems		R. O. Billett & I. Starr	1961	7-12	Problems checklist: school life, interest index.	122
Cotswold Personality Assessment P.A.I.		C. M. Fleming	1960	6-12	6 scores: attitude-talking about school.	122
California Study Methods Survey (CSMS)		California Test Bureau	1958	7-13	Three subtests: attitudes toward school, mechanics of study, and planning and system.	124
The Bell School Inventory		Stanford University Press			76 item instrument to determine the attitude of high-school students toward school.	135
Remmers Attitude Scales		Division of Educational Reference; Purdue University			These scales purport to measure such generalized attitudes as those toward any disciplinary procedure, any national or racial group, any school subject, any vocation, any teacher, and any play.	135

School Attitude Q-Sort	William Rowe		1-12	Q-Sort Items determining subjects attitudes toward schooling, authority-discipline, and school work.	129
High School Attitude Scale	Remmers	1960	7-12 College	A 17 item test to measure attitudes toward any high school.	112
Demos D Scale	Western Psychological Services	1970	Jr. & Sr. High	29 question scale measures attitudes toward teachers and education.	563
School Interest Inventory	Houghton Mifflin Company 53 West 43rd Street New York, New York 10036	1968	G 7-12	150 item scale measures interests in school.	569
Illinois Inventory of Pupil Opinion	Harcourt, Brace & World, Inc.	1948	G 9-12	Measures opinion on school.	748
Pictographic Self Rating Scale	Acorn Publishing Co. Rockwell Center Long Island, New York	1957	H.Sch.	Attitudes toward classroom and study activities.	755

GOAL FOUR - INTEREST IN SCHOOL AND LEARNING I N S T R U M E N T S

T I T L E	FORM	AUTHOR OR PUBLISHER	DATE	GRADE LEVEL	DESCRIPTION	REF. NO.
Survey of Study Habits and Attitudes (SSHA)	H, G	Psychological Corp.	1971	G 7-12	Identifies students whose habits/attitudes prevent their taking full advantage of educational opportunities. Seven scores give diagnostic profile and total study orientation score.	630
Educational Interest Inventory		Cooperative Center for Educational Administration; Bureau of Publications Teachers' College, Columbia University	1958	Col.	10 scores: counselor, elementary teacher, principal, etc.; 30-45 minutes.	746
Diagnostic Teacher Rating Scale		Employers Tests and Services Associates	1952	G 4-12	8 ratings by pupils; like for teacher, fairness, etc.	745

I N D E X

GOAL (Cross-Reference)	REFERENCE	CODE NO.
#1, #4	Beatty, Walcott H., Improving Educational Assessment & An Inventory of Measures of Affective Behavior, Washington, D. C.: ASCD, NEA, 1969.	112
#1, #2, #5, #6, #4	Buros, O. K. (Ed.). Tests in Print. New Jersey: The Gryphon Press, 1961, #260.	122
#1, #4	Ibid.	124
#2, #4, #6, #10	Ibid., #117	129
#2, #4	Ibid., #1724.	135
#4, #10	Western Psychological Services Catalog, 1970-71. Western Psychological Services, Los Angeles: 1970, p. 46.	563
#4	Houghton-Mifflin Company 1968-69 Educational Materials Catalog, New York: 1969, p. 93.	569
#4	Psychological Corporation Test Catalog. Psychological Corporation, 304 E. 45th Street, New York, New York: 1971, p. 18.	630
#4	Buros, O. K. (Ed.). Tests in Print. New Jersey: The Gryphon Press, 1961, p. 1184.	745
#4	Johnson, Hildegarde. "Development of a Home Economics Interest Inventory." Journal of Applied Psychology, XXXVI, October, 1952, pp. 338-341.	746

#4 Buros, O. K. (Ed.). Tests in Print. New Jersey: The Gryphon Press, 1961, p. 1185. 748

#4 Buros, O. K. (Ed.). Tests in Print. Highland Park, New Jersey: The Gryphon Press, 1961, p. 1520. 755